



**National  
Urban League**

**State:** Ohio

## **ESSA State Plan Equity Report Card**

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on [naturbanleague.org](http://naturbanleague.org).



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**Plan Approved:** January 16, 2018; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p><b>1. Goals and Indicators</b></p> <ul style="list-style-type: none"> <li>The state has set a long-term goal of 80% proficient in reading and math by 2025-26.</li> <li>Ohio is setting a goal of reducing the gap between baseline and 100 percent by half.</li> <li>Ohio is using chronic absenteeism, Prepared for Success, the Gap Closing component, and science and social studies achievement as its School Quality and Student Success (SQSS) indicators.</li> </ul>	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>2. Subgroup Performance</b></p> <ul style="list-style-type: none"> <li>The state of Ohio is including all subgroups in its Performance Index Score.</li> <li>Subgroup performance affects school ratings (A–F grades) through the “gap closing” and “progress” indicators, which are weighted between 24% and 33%.</li> <li>The state will be using an n-size of 15.</li> </ul>	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>3. Supports &amp; Interventions for Struggling Schools</b></p> <ul style="list-style-type: none"> <li>Ohio will be identifying schools for “additional targeted support and improvement” (ATSI) for having one or more subgroup performing at a level similar to the lowest five percent of schools across all indicators.</li> <li>The state of Ohio will be using a system of support that defines schools as independent, moderate, intensive support and districts under academic distress commission. Supports focus more on school governance and compliance than on teaching and learning interventions.</li> <li>For an excellent rating, Ohio could better describe a range of interventions districts would be supported to evaluate and implement, and the process for determining these.</li> <li>Exit criteria from identification takes four years in Ohio.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>4. Resource Equity</b></p> <ul style="list-style-type: none"> <li>Ohio has committed to conducting periodic resource reviews for districts identified on their district continuum of supports, but the tool is still in development.</li> <li>Schools subject to more rigorous interventions will be subject to resource allocation reviews.</li> <li>Ohio stands out for a statewide review of resource allocation among districts.</li> <li>The state should consider including resource equity in their accountability system.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>5. Educator Equity</b></p> <ul style="list-style-type: none"> <li>The state of Ohio will build partnerships between the Department of Higher Education and districts and other stakeholders to improve cultural competencies in the classroom.</li> <li>The state developed definitions for ineffective, inexperienced, out-of-field teachers and will be employing their 2015 Plan to Ensure Equitable Access to Excellent Educators. The state could add detail on how it plans to impact root causes and how these will impact equitable access.</li> <li>The state mentions recruiting and retaining a diverse teacher workforce but should consider articulating more specificity around how they plan to achieve that.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>6. Stakeholder Engagement</b></p> <ul style="list-style-type: none"> <li>The state plan articulates many instances of engagement with various stakeholders in the</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient



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<p>development and updating of various plan elements.</p> <ul style="list-style-type: none"><li>• However, the plan is vague regarding how feedback was incorporated and whether there was a feedback loop to inform stakeholders of any changes made based on their feedback.</li><li>• In addition, it's unclear how equitable engagement was in terms of reaching representatives from diverse and underserved communities. In order to reach excellent, the state plan should identify the groups of stakeholders that were engaged as well as including a plan for continued engagement.</li></ul>	<p><input type="checkbox"/> Poor</p>
<p><b>7. Breaking the School to Prison Pipeline</b></p> <ul style="list-style-type: none"><li>• Ohio's plan is to make breaking the school to prison pipeline a district issue by developing guidance for setting up policy in district plans.</li><li>• The state plan is also making a policy change so that suspension and expulsion are last options.</li><li>• The state plan includes efforts to collect discipline data on type, reason and duration to be reported at the district and school levels.</li><li>• The state plan includes efforts to use Positive Behavior Interventions and Supports (PBIS) to reduce the use of exclusionary discipline practices.</li></ul>	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p><b>8. Equitable Access to Early Childhood Learning</b></p> <ul style="list-style-type: none"><li>• The state of Ohio articulated how they intend to use Title I and Title II dollars to improve equitable access to early childhood and learning.</li><li>• Ohio has committed to aligning early childhood and learning standards to Head Start and across the state.</li></ul>	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p><b>9. Equitable Implementation of College and Career Standards</b></p> <ul style="list-style-type: none"><li>• Ohio is using the "prepared for success" indicator in their accountability system, which is based on the percentage of the district's four and five year combined graduation cohort who demonstrate college and career readiness.</li><li>• The state is including participation in its accountability system, incentivizing schools to participate in statewide assessments.</li><li>• Ohio should articulate more clearly which assessments are being used and what standards (common core, etc.) that they are based from.</li><li>• The "Prepared for Success" indicator examines the percentage of all students in the combined 4- and 5-year graduation rate cohorts (regardless of whether they graduate) who are prepared for success by: (1) receiving a score on the ACT or SAT that indicates they will not require remediation; (2) earning an honors diploma, or (3) earning an industry-recognized credential. Students can earn a bonus weight of .3 by earning at least 3 dual enrollment credits, scoring 3+ on an AP exam, or scoring 4+ on an IB exam."</li></ul>	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p><b>10. Out of School Time Learning</b></p> <ul style="list-style-type: none"><li>• Ohio describes how it will be using Title IV funds to expand out of school time learning opportunities through the 21<sup>st</sup> Century Community Learning Centers.</li><li>• The state should consider articulating how it could set aside Title I funds for this purpose.</li></ul>	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p><b>11. Equitable Access to High Quality Curricula</b></p> <ul style="list-style-type: none"><li>• Ohio has put together a robust career and technical education (CTE) program that includes dual enrollment, credentials and training opportunities.</li><li>• The state is also involved with CASEL (The Collaborative for Academic, Social and Emotional</li></ul>	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>



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Learning).	
<b>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</b> <ul style="list-style-type: none"><li>• The state is employing an A-F rating system to differentiate schools annually and identify schools for support.</li><li>• Ohio is developing an “Online Evidence-Based Clearinghouse” to support school and district planning.</li><li>• Ohio also lists school-level spending on its report card, and has done so previously.</li></ul>	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<b>Overall Rating</b>	<b>Excellent</b>